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ABSTRACT

The Family Education Project in Brooklyn was designed to involve selected volunteer families of children enrolled in Head Start. The original proposal foresaw a project of three years' duration, with three separate groups of families participating, so that comparative measurements could be taken on the children in each cycle, as well as on the other family members. However, the project was never renewed and only lasted a year. The core of the program itself consisted of courses for the adults and a variety of educational activities for all members of the families. In this evaluation report, various aspects of the program are described and analyzed: the problem areas, the staff, the budget, etc. Some of the conclusions of the report are: (1) public assistance families are interested in and will participate successfully in an educational skills program leading to gainful employment and can thereby become fully self-sustaining; (2) parents will surmount formidable obstacles to participate in an education program which they are convinced has value for them; and, (3) self-awareness, confidence, appearance, and family relationships are improved. (Author/JW)

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THE

FAMILY EDUCATION PROJECT

Urban Center,

State University of New York, Brooklyn, New York

Sponsored by the U. S. Office of Economic Opportunity

and the State University of New York

with the cooperation of

The American Association of Junior Colleges

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THIRD REPORT IN

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FOREWORD

Lack of education has long been recognized as a root cause of the self-perpetuating cycle of poverty. While various solutions have been suggested and tried, most have focused on a specific age group -- adults, teenagers, pre-school youngsters, etc. -- to the exclusion of the others. Research has pointed to an alternate approach: drawing whole families into an educational program so that the experience of each family member would reinforce that of the others. This has been the concept behind the Family Education Project.

Members of poor families often are not sensitive to the availability of educational services. Part of the task of breaking the poverty cycle is to awaken in these families a new and sharper interest in education, then convert that interest into motivation and action so they enroll in programs appropriate to their learning needs.

Very low-income parents tend to rely on the schools alone to educate their children, without participating in the process themselves. The children then usually fail to reach their optimum educational level and vocational opportunities. Research has shown that parents who are themselves engaged in a learning experience show a greater interest in their children's education.

The Family Education Project was designed to involve in a broad educational program selected volunteer families of children enrolled in Head Start. The original proposal foresaw a project of three years' duration, with three separate groups of families participating over the three-year period so that comparative measurements could be taken on the Head Start children in each cycle, as well as on other family members.

It is not particularly unusual in bureaucracies for projects laboriously planned to be launched on a note of high expectation only to be abandoned long before they have run full course, for reasons that may or may not bear on the real merits of the project. Such was the fate of the Family Education Project, in which two large bureaucracies were involved -- the U.S. Office of Economic Opportunity and the State University of New York.

Like other demonstrations in the Urban Community College Project, the Brooklyn demonstration was originally mapped for a three-year cycle. It must be emphasized that while the three-year cycle was a constant theme in the planning conferences among OEO leaders and staff of the participating colleges, OEO was never in a position, under the ordinary limitations of the federal budget and appropriations processes, to commit funding for any of the projects beyond the initial year.

In that year OEO enthusiasm for the Family Education Project waned sharply. In the spring of 1969, with the Project barely one semester into operation, OEO gave verbal notice to SUNY and to project staff that second-year funding must not be regarded as a certainty. Various reasons were given. Monitors were quoted as dissatisfied with their early readings on the group activities for families in the project. OEO repeatedly cited what it considered the lack of involvement -- "little visible commitment and leadership" -- on the part of SUNY's bureaucracy in Albany.

The reaction to such news on the part of project staff in Brooklyn -- where extraordinary commitment and deep relationships with the participating families were strongly evident from the start -- was quite predictable and highly resentful. Various staff voiced a common frustration about the monitors' visits. "In some instances, the monitors they sent were amateurs," said several staff. "They were some of the greenest members of OEO's education branch, and they were sent to look in on our activities because OEO had no more urgent business to break them in on. Perhaps they wanted to make brownie points with the boss, so they seized on obvious shortcomings to write tough reports."

Innovation was a byword in the blueprints for all the demonstrations, and the monitors were prone to observe that group activities in the project were "run-of-the-mill" -- visits to museums or art galleries; an evening of ballet, opera, major league baseball, or bowling; picnics at the zoo or the park, etc.. But as staff correctly observed, "innovation" is a relative term. Picnics may be old hat in the establishment but are not commonplace in the ghetto family. With few exceptions, the trips to the zoo or the major-league baseball or the bowling were "first time ever" experiences in the parent-child relationship.

Staff also stressed that the schedule of the group activities which were the targets of criticism were frequently weakened, postponed, disrupted, or entirely cancelled because the Washington red-tape delayed the deliveries of the federal payments on which the activities depended for execution. Perhaps more than any other Urban Community College Project demonstration, the Brooklyn Project suffered from the delayed payments, which were a chronic hardship in all of the projects.

Ironically, the farther the Brooklyn project ran, the deeper became the staff's sense of its intrinsic merits. Project leaders made team visits to OEO headquarters in Washington on several occasions to plead for second-year funding. But the second-year commitment never materialized.

What may have been OEO's prime reason for declining second and third-year support to Brooklyn was never openly expressed. This was the factor of costs in relationship to numbers of participants benefitted, and this ratio was markedly higher in the Family Education Project than in other OEO demonstrations generally. Yet the OEO planners obviously knew this from the start, and project staff could never reconcile themselves to the possibility (and later actuality)

that their chance to prove out a promising project, which was clearly impacting hardship lives for the better, would go down the drain on this kind of an issue. But this also was a period of sweeping adjustment in the Office of Economic Opportunity itself, and established on-going projects were suddenly being reappraised in the light of new priorities and new criteria.

The significance of the project is perhaps best reflected in the fact that it lived on when OEO support ceased. Aims primary to all the Urban Community College Project demonstrations -- to impact both the community and the college's responses to the community -- were clearly realized in Brooklyn. In scaled-down and revamped format, many of the services originated by the project have been integrated into the Urban Center's regular services, and many of the family members have persisted in visits to the Center for additional education and for informal counseling, while some moved into steady employment that would never have materialized without their involvement in the project.

Their involvement gave many of them a sense of "community" they might never have acquired otherwise, and some have maintained lasting friendships with personnel at the center both for personal and technical reasons. They have perceived in the center a source of services and counsel they would otherwise have likely felt hopeless about ever securing in the once "faceless" and impersonal agencies of the urban monolith which had been their home in name only.

A letter from the project director, written one year after OEO support ceased, observes:

> Although employment was not considered to be a primary objective of the program at the outset, the overwhelming majority of the parents sought employment as a result of newly acquired skills. Conversely, those who returned to their homes as planned, did so with a new knowledge, a revised understanding of their individual roles as parents, and a different image of themselves. Varying responses indicated a positive change in the familial relationships, between the two parents, between parents and children, and between siblings. In some instances the development of new strengths and insights resulted in some wives demanding a new respect and recognition of their status in the home. In one such case the wife garnered sufficient strength to take recourse in the courts to demand more adequate financial support from her husband. In another situation, the beginning self-realization resulted in the breakup of the stormy marriage. There has been a continuation of relationships, however, and each party expresses a better understanding and new appreciation of the other. In six instances dissatisfaction with living quarters resulted in the families' actually moving to better facilities, rather than continuing to sit back and complain as formerly.
>
> All families felt that their children benefitted as a result of their participation. Many expressed benefits in terms of the quality

and variety of experiences that exposed them to cultural and recreational facilities in the community. Others felt that upgrading their own general knowledge made it possible to be of more help to their youngsters with homework assignments, thus adding a new dimension to their relationship. Those with teenagers who joined the teen group expressed tremendous satisfaction. Aside from dramatic improvements in their school performance, many secured summer employment, and are beginning to develop a new understanding of the concept of responsibility.

Five families completely removed themselves from the public assistance roles.

Life styles and patterns were changed and often markedly improved. As the project progressed, the staff began to receive calls from teachers and counselors in the public schools who urged that other families whose teenagers were showing the strains of poor relationships at home be taken into the program. But additional resources were never generated so that other families could be added to the project. The staff today can count 28 parents who were unemployed when they entered the project and since have held regular employment traceable to training the project gave them. The tragedy of the Family Education Project is that only so few lives could be helped in a community marked by such massive needs. Still despite the disruptions, disappointments, and other vexing difficulties, its value as a demonstration, we think, will be recognized by those who read this report, and its value to community and college will live on.

R. Frank Mensel
Coordinator
The Urban Community College Project

INTRODUCTION

In actual implementation of the Family Education Project -- designed to show the various ancillary benefits to target families whose Head Start children, their siblings, and parents were engaged in concurrent and sometimes common learning experiences -- the key lay in involving the parents as active learners.

High among the benefits expected to flow from these experiences was the improvement of the parent-child relationship. From their involvement as students, the parents also were expected to derive other benefits important to the family as a whole, e.g.:

-- Vocational skill development

-- Improved job opportunities

-- Stronger basic skills, e.g., speech, reading

-- Home improvement skills, and home management skills

-- Wiser consumer practices.

The Family Education Project was operated at the Urban Center in Brooklyn, which is financed by the State University of New York and administered by the New York City Community College. An educational facility already giving skills training as well as college preparatory courses to

secondary school graduates, the Center's primary target area is Bedford-Stuyvesant, a large poverty area in Brooklyn. The Center was anxious to expand its services to the community to include family-centered programs. The feasibility of using its facilities to involve family groups, in both individual and family learning experiences, had not been previously tested.

The core of the program itself emerged as a result of periodic deliberations among the parents, in consultation with the staff. It consisted of courses for the adults and a variety of educational activities for all members of the families. Again, the purpose of these activities was to explore and reinforce the role of the family as "a diffuser of attitudes toward education." To achieve this objective, the program included four specific services: courses and bi-weekly seminars for the adults, activities involving all members of the families, and special activities for the various age groups within the families -- adults, teenagers, and pre-teens.

SELF-DEVELOPMENT COURSES

In "contracting" to join the Project, parents agreed to enroll in one or more self-development courses or activities, to be chosen by the parents. Parents could choose to review great books in a study group pursue a skills development interest, participate in a basic education class, or take courses leading to a college degree. Emphasis was placed

on motivating parents to renew and sustain their interest in being active learners.

Where job training to acquire a specific skill was consistent with this objective, it was encouraged; job training was not, however, a primary objective of the project.

It was carefuily explained to parents that under the time limits of the project, resources would be available only to initiate a program of study. A guarantee of financing for their studies beyond one year could not be given; project staff would, however, assist parents in locating available resources in the community to finance courses beyond a year's duration.

Regular Courses at the Urban Center, New York Community College, and Other Schools

The parents had the option of taking courses at the SUNY Urban Center in Brooklyn, the New York Community College, and other schools in the area. Insofar as was possible, courses were tailored to the specific interests of each adult -- secretarial, science, key punch, barbering, mechanical technology, child care, business machines repair, creative writing, clothing construction, etc. Where a course could not be found to meet the parents' primary interest either because of its unavailability or because of budget limitations, parents were encouraged to choose other courses in which they also had a strong interest.

Basic Education Courses

Most of the parents had been away from school for many years. Some expressed interest in mastering communications skills to prepare themselves for long-range educational goals. Others were interested in preparing themselves for examinations for licensed practical nursing, high school equivalency, civil service, or the telephone company. Because content of such subject areas overlapped, natural groupings of parents were easily formed for the classes in basic education.

Each basic education class grouped 8 to 15 parents. Individualized attention was given for those parents who had fears about how they would fit into a classroom situation again and about their ability to master new materials. As the parents' confidence grew, they learned to function in the groups. These classes were designed to overcome the parents' fears and to provide an atmosphere where they could progress at their own pace, in accord with their own interest.

In order to view practical applications of the subjects taught field trips were made into the community. These trips included visits to the library, where some of the parents took out a library card and borrowed books for the first time. Visits to places of special interest such as the New York Stock Exchange gave added dimensions to subjects under consideration.

Some of the special activities that grew out of the classes provided an experience for involving all project families -- e.g., a voter

registration drive and seminars on drug addiction, on legal rights and on preparation for employment.

ACTIVITIES

Bi-Weekly Seminars and Workshops

Parents scheduled bi-weekly seminars and workshops at the Urban Center to explore together various aspects of family living. Lecturers including representatives of community agencies were used to provide information and demonstrations. Topics included consumer education, legal rights, good grooming and personal health, sex education, historical heritage and individual identity in the ghetto, community leadership and voter registration, and cultural and educational resources of the community and how to use them. Visits were made to local political leaders and cultural and educational centers in the immediate community and in greater New York, as a follow-up to the discussions.

Family Activities

Family activities were organized in three levels: parents in groups, children in groups, and of course whole families meeting together. Workshop sessions were held at which parents discussed common problems of inner-city family life, while the children simultaneously met in discussion groups or in arts and crafts activities. Following such split workshops, the entire family joined in a refreshment hour with entertainment

in which all family members participated.

Family sessions were organized around holidays such as Thanksgiving and Christmas. Families also attended concerts and legitimate theater, visited museums and parks. For parents who had never been to a concert, a museum or a library, rowed a boat or been deep-sea fishing, toured a state park or seen a circus, these trips proved as visibly exciting for the parents as for the children. Some fathers took their sons to a baseball game for the first time.

Special Interest Activities

Other activities cultivated interest among family segments. For example, a teen club was formed with activities such as skating, swimming, and movie and dance parties supplemented by after-school study and theater workshop classes to develop speech, personal awareness, movement and use of self, arts and crafts, literature, music and poetry.

To augment their counseling, Project staff made contacts with school authorities and reviews of school records and thus helped to deal with school problems facing the children. These contacts also helped open up new opportunities. Work-study scholarships were arranged and summer employment was found for eleven teenagers in the Neighborhood Youth Corps, Family Day Care, and Western Union. Nine junior high school students were enrolled in Project Ready, a community college-sponsored summer program providing remedial reading, sports activities, outings,

and instruction in the use of musical instruments. Eleven project children were enrolled in a local boys' club and participated in little league sports with a concommitant improvement scholastically for these teenagers.

An early phase of the research effort showed that the high interest and achievement of parents in their courses was in many cases not matched by the performance of their children in school. This triggered a concentrated counseling effort to explore the reasons for this and to try for improvement in this area. The counseling produced improved school performance and improved parent-child relationships in various families.

Parents also organized groups around their special interests -- sewing, weight watching, book review discussion. All family members contributed paintings and sculptures in a wide range of media to an art show.

PARTICIPANTS

SELECTION OF FAMILIES

A roster of 101 families provided by the Bedford Stuyvesant Youth-in-Action (Y.I.A.) Head Start program was used to select the families. Y.I.A. was selected since it was the largest of the Head Start programs in the target area.

Community education aides interviewed adult members of families on the roster to explain the opportunities offered to families who agreed to participate and gave an agreed-upon amount of time to the Project. Initial interviews were conducted in the homes and subsequent interviews were held at the Urban Center. The assistant director made a final contact with each family to discuss the mutual responsibilities of the family and the Project.

In July, 1968, final selection of 38 families was made jointly by the assistant director, the community liaison officer, the counselor, and the community education aides. Selection was based on motivation and on family life style, which served as an indicator of ability to sustain the educational effort as a family unit throughout the Project cycle.

The allowable maximum of 50 families was not recruited because of a late decision by the funding agency that eligible families must have

a child currently enrolled in the Head Start program. This eliminated from consideration 60 families whose children were just leaving Head Start for the public elementary schools. Insufficient time remained to interview a new group of families to replace those eliminated and to arrange enrollments for the adults in courses for the fall term. Such administrative difficulties, while unanticipated, had a negative impact on the potential clientele.

During this initial phase of the Project, families were encouraged to make exploratory visits, attend get-together sessions, and visit the Urban Center and the Community College, with the community education aides as tour guides. This gave them the opportunity to observe and test the quality of the commitment of the Project.

TURNOVER OF PARTICIPANTS

By January, 1969, with the second semester at hand, five families had dropped out of the Project because of problems at home. Five new families were added.

Further recruitment efforts again had to be curtailed because of the lack of space in available courses at the Urban Center and the lack of time to enroll new participants in courses at other schools in the area.

The generally higher educational achievement level of applicants referred by Head Start to the Project at this time was inappropriate for

the original base group and for the self-development courses used in the Project. Only a few of these parents were interested in a short-term basic adult education course for the six months remaining in the Project cycle. A decision was thus made to continue with 38 families for the remainder of the first cycle and to recruit the maximum of 50 families for the second cycle slated to begin in September 1969.

PARTICIPANT CHARACTERISTICS

A total of 43 families ultimately participated in the project. These families consisted of 67 adults and 181 children. The following statistics show the age, sex, and ethnic background of the participants.

Parents:	Age	Men	Women
	45-50	2	-
	40-44	3	3
	35-39	5	7
	30-34	6	14
	25-29	6	12
	20-24	1	6
	Unkown	1	1
	TOTAL	24	43

Children:	Age	Number of Children
	To 3½	35
	3½ to 5	57
	6 to 12	68
	13 to 15	15
	16 and over	6
	TOTAL	181

Ethnic Background:	Men	Women	Children
Black	24	41	181
White	-	2	-
TOTAL	24	43	181

An extensive study of other characteristics of the participants was made in March 1969. The 38-families were predominantly Negro and Protestant, with a majority of the parents born outside of New York State. At least 58% of the families had a male parent in the home, and in 45% of these the father was employed. Only four mothers were employed, and in no case were both parents employed. Two mothers were employed with public assistance supplements, and 17 families were fully supported by public assistance. Five families had some college experience.

There were 48 Head Start children in the group. The average family size was 5.9, with a range of 2 to 12 persons per family.

The average number of children per family was 4.2, with a range of 1 to 10. The parents ranged in age from 20 to 50, and the children from infancy to 18.

The reader is referred to Appendix C for more detailed statistics on demographic characteristics of the participant families.

STAFFING

Staffing using community residents was deemed crucial to the success of the Family Education effort. The staff consisted of the Project director, the assistant director, four community education aides, a community liaison worker, a counselor, an administrative assistant/bookkeeper, a secretary, and a typist. Roles of the paraprofessional and professional staff are described in detail below.

COMMUNITY EDUCATION AIDES

Four mothers who met the OEO poverty guidelines and who resided in the target neighborhood were recruited and trained as community education aides. These women had children in schools in the area served, were active in school ard community affiars, and evidenced an ability to relate to their peers. Three had been chairmen of Head Start parent advisory committees and one had been a community worker for Head Start.

Training for the community education aides was designed to equip them with a broad knowledge base in some areas and with those specifics necessary to implement the Project's objectives. The overall training objective was to prepare them for entrance into the New York City Public Service Careers Program.

The aides were the primary action group in contacting families on the roster of potential participants. They were trained by Project staff to give information to potential participants and to interview, observe, and record information elicited in home visits and small group meetings of parents. They were given information about educational opportunities, as well as about deterrents that could hinder families trying to take advantage of available opportunities.

The assistant director of the Project, who was trained in the field of social work, had the responsibility for the training and direct supervision of the community administration of the program.

COMMUNITY LIAISON WORKER

Responsibilities of the community liaison worker included exploring, identifying, and developing an inventory of those community resources which could aid the Project participants. He also established a relationship between the Project and each resource to facilitate the families' utilization of the resource. He planned all publicity for the Project and was generally responsible for promoting the Project's public image. He reported to the assistant director, assisted with supervision of the other staff, and performed the duties of the assistant director in her absence.

COUNSELOR

The counselor was responsible for assisting the parents with identifying their educational and vocational goals and planning with them courses of study which would help them realize these goals. On-going counseling was available to the families throughout the period of their participation. This meant close contact with the parents, helping them deal with problems attendant upon their participation in the Project. When the problem required in-depth service, a referral was made to the appropriate community service agency.

In attempting to reach all members of the family, the counselor established a program for the teenagers in the families. Through recreation and other planned activities, she was able to assist these young people with serious self-evaluation and open expression of inner city adolescent concerns. These concerns varied: some were having serious disciplinary problems at home and at school, and others were in need of tutoring or other remedial help with school work. The needs were recognized and then woven into the fabric of the overall program. A mutually rewarding relationship evolved between the counselor and the adolescent group and dramatic improvements were discernible over a short period of time.

PROBLEM AREAS

This section attempts to summarize a number of administrative and attitudinal problems which arose during the course of the Family Education Project, impeding maximal success. While ideosyncratic to this Project and its community, these difficulties may offer lessons useful in other settings.

LACK OF FULL PARTICIPATION

Of the 67 parents who participated in the Project during the cycle, only 45 actually pursued courses and made a substantial effort to join in family activities on a regular basis. The other parents did not pursue courses and attended activities only sporadically.

Why did this sporadic participation occur? The sporadic participants were mostly fathers who worked during the day and whose interest in courses was only related to acquiring a specialized skill or trying a new career field. The Project was hampered in meeting their needs by a limited budget. Some of these parents wanted courses costing thousands of dollars if purchased privately, e.g., undertaking, beauty culture. Other courses requested were not available at any cost, e.g., advanced dental technology, ceramic work. Other parents wanted to take Urban Center

courses at night which were given only during the day. As these particular parents' needs were not related to broad educational upgrading courses, they understandably could be induced to participate only spasmodically and infrequently in family activity trips or discussion sessions. This behavior reinforces the need for "education" that is relevant to the parent-as-active-learner's own needs if Project goals are to be realized.

FAMILY AND HOME PROBLEMS

Child Care

Arrangements had to be made for the care of children below the age of Head Start classes while their parents attended school. For those parents receiving public assistance, an amount was obtained in their budget for training, and the cost of child care was included in this allowance. The services of the Family Day Care program of the Human Resources Administration were extended to eligible families who were not receiving public assistance. For those families not eligible for free service, costs for child care were paid by the Project. Rates allowed for this service conformed with the schedule set by the New York State Department of Labor.

Clothing

In order that parents receiving public assistance be able to attend classes properly dressed, arrangements were made with the New York

City Department of Social Services for special clothing allowances.

Home Management

Largely on their own initiative, parents solved the other problems connected with their attendance at school, e.g., arising early enough to deliver children for child care or Head Start and public school and get to their own classes on time; rearranging their schedules for shopping, cooking, cleaning, and laundering; providing nursing care for children who became ill; and ministering to the multitude of family problems which became aggravated by the change in schedules.

Extra burdens were placed on all members of the families, and greater cooperation was needed to continue full participation in the Project. At times, husbands who worked during the day and were able to devote only part of their time to Project activities objected to the large amount of time their wives spent on courses. Project conseling services were utilized to make determinations on the advisability of continuing the pursuit of educational goals at the same pace or adjusting activities in the interest of home management. Project counseling services were also utilized in handling a number of existing family adjustment problems which came to light in the counseling process and which threatened continuance in the Project.

MODIFICATION OF INSTITUTIONAL REGULATIONS

In some instances the self-development activity chosen by parents represented a considerable investment of time and energy. They enrolled in whole programs rather than in single courses at the Urban Center. In view of the demands at home, some parents found the burden of carrying whole programs too great. Special arrangements were made with the Urban Center to allow these parents to take those parts of courses which they felt they needed most and which sustained their interest to the greatest extent. Similar easements were secured from the New York City Community College to enable a few parents to take individual courses in the day session without having to matriculate for a full program which the regulations require. Such easements in traditional semester course blocs must be facilitated by staff members.

TERMINATION OF GRANT - MORALE

In the early planning stages, the Project was designed as a three-year demonstration and staff was recruited on this basis. Later decisions by the Office of Economic Opportunity constricted staff participation to a one-year cycle, with the state to assume the full burden of the Project costs thereafter. This caused a severe morale problem with both staff and participants beginning in July 1969. Repercussions were

also felt in the Head Start agency, whose parents were used in the Project and who had anticipated further beneficial educational services for others in their families.

The community also felt let down by the early termination of the Project. The Project had initially reduced the suspicion toward federal projects that is often felt by poorer groups. This unexpected time constriction unfortunately but predictably negated any gains it generated in community trust of federal sources.

Chronic mistrust of the Project's "establishment roots" actually spurred many discussions, meetings, and demonstrations by parents and staff, and this often impeded morale and progess in the Project. Obviously this also made planning and execution of activities more difficult. Most time was spent by staff and parents in articulation meetings with local and Washington representatives and in writing letters and new proposals to private foundations and other government agencies. Parental interest in follow-through on courses and activities was affected, because confidence in the integrity and credibility of federal and state agencies was shaken before it could benefit the Project. Devotion between families and staff became the principal stabilizer behind the satisfactory outcomes emerging from the one-year cycle.

FACILITIES AND EQUIPMENT

In order that the facilities be immediately available to the community, the location chosen for the Urban Center is as close as possible

to the heart of the Bedford Stuyvesant area. Thus, it shares the area's problems of crime and inadequate facilities and services. The only facility with enough space to house the schools was a large factory building in this interstitial area. The Urban Center shares the building with knitwear, footwear, and other manufacturing firms.

The Project was plagued by the same catastrophes that the Urban Center faced, such as periodic fires, breakdowns in services such as heat, light, electric, water, toilet, elevator and air conditioning, and theft. Project staff and participants were victims of break-ins, burglaries, robberies, and attacks.

Since Urban Center office equipment was in short supply, Project personnel had to use whatever desks, tables, and chairs were available. This brought problems in morale and jealousies over other Urban Center space which had been recently renovated and fitted with new equipment and furnishings. Physical facilities and equipment funding provisions were in general inadequate, and compounded by specific obstacles associated with the Urban Center itself.

EVALUATION

The Project plan called for research to measure the effects of the program on the participating Head Start children, their siblings, and their parents.

HEAD START CHILDREN

Head Start children whose families participated in the Project made substantial progress during the Project year. Their rate of progress surpassed the national norms used in evaluating Head Start progress.

Early in the Project year, the Cooperative Preschool Inventory developed by the Educational Testing Service, which was specifically designed for the Head Start program to measure educational development, was administered by the community education aides in cooperation with the Bedford Stuyvesant Y.I.A. Head Start teachers. A control sample matched by age and sex to the group tested was selected from among the Y.I.A. Head Start children who were not in the Project.

At the end of the cycle, high mobility in the population made it impossible to conduct follow-up testing on the control group. Therefore, comparison of the progress of the group was made with national norms for the test.

Exceptional gains were reflected in the three measured areas of personal-social responses, numerical conceptualization, and sensory awareness. In the fourth measured area of associative vocabulary, no gain was evident.

The participating Head Start children began at a relatively high level, with 50% scoring in the 70th percentile (national norms) or above. Despite this high initial position, they made startling improvements in their national standings, with 50% at the 90th percentile or above at the end of the Project cycle.

NATIONAL STANDING OF PROJECT CHILDREN IN HEADSTART
FALL 1968 and SPRING 1969

National Norm Percentile Standing	Number of Children by Percentile Standing	
	Fall 1968 (N=37)	Spring 1969 (N=31)
95	3	12
90	2	7
85	3	3
80	4	3
75	5	1
70	3	0
65	1	2
60	4	1
50	3	0
Below 50	9	2

The table below shows the percentile position of 50% of the sample in each area of the Preschool Inventory. (The 50% figures are calculated on a base of 37 for both 1968 and 1969 data, which biases the findings against the retest groups in that it assumes that all the 16 untested cases would fall in the lower 50% of the cases.)

SUBTEST POSITION OF PROJECT CHILDREN IN HEADSTART:
FALL 1968 and SPRING 1969

	Fall 1968		Spring 1969	
	Percentile Position	Number of Cases	Percentile Positon	Number of Cases
Personal-social responses	75	(20)	95	(22)
Associative vocabulary	80	(21)	80	(21)
Numerical conceptualization	65	(20)	90	(20)
Sensory awareness	70	(20)	90	(19)

II. SIBLINGS OF HEAD START CHILDREN

The group of siblings of the Head Start children in the Project showed greater improvement in the measured areas of interest and performance in their schoolwork than shown by their classmates who were not in the Project.

For a significant number of parents who performed exceptionally well in their courses, the school performance of their children was not at an equally high level. As previously indicated, however, the Project's work among the parents, teachers, and counselors of these children did result in improved parent-child relationships; immediate spillover in terms of the children's scholastic improvement may not have been a realistic expectation for a one-year cycle.

Teacher evaluation forms were completed on 59 school-age children in families in the Project in the fall of 1968, and similar forms were completed at the end of the school year. With many schools involved (N=32), their differing standards, and the differences in quality of teaching, changes in the position of the child on standardized tests were discounted. Analysis was limited to comparing the fall evaluation with the end of the school year evaluation of the levels of "student's interest" and "student's performance" when compared with "the general class level." It was assumed these two areas would reflect shifts in a positive direction.

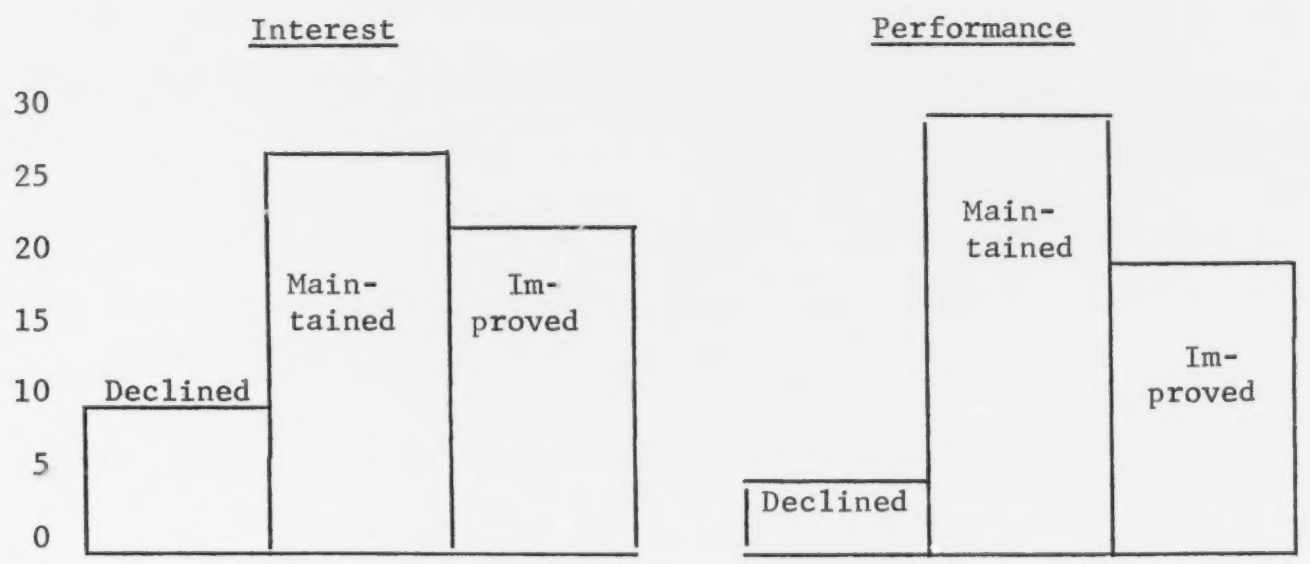
INTEREST LEVEL OF PROJECT CHILDREN IN SCHOOL
NUMBER OF CHILDREN

Level of Interest	Fall 1968	End of 1968-60 Year
Below Average	18	12
Average	32	29
Above Average	9	18

PERFORMANCE LEVEL OF PROJECT CHILDREN IN SCHOOL
NUMBER OF CHILDREN

Level of Performance	Fall 1968	End of 1968-69 year
Below Average	18	15
Average	36	30
Above Average	5	14

DEGREE OF CHANGE



PARENTS

Parental Attitudes

In order to measure the effect of the program on the motivation of the parents to pursue educational opportunity for themselves and their

children, a 42-item structured, close-ended instrument was devised, including the following dimensions:

(1) perception of the value of education

(2) perception of the availability of education

(3) concepts of child rearing

(4) perception of the dimensions of childhood education

The test was administered at the beginning, mid-point, and end of the cycle in group sessions led by the project research director.

Shifts in attitudes were slight but on the whole were in a positive direction. Cumulative change in each of the four scales was less than one point: Value of Education - 55.12 to 56.04, Availability of Education - 19.02 to 19.34, Child Rearing - 50.63 to 50.81, and Childhood Education 23.69 to 23.96.

Most parents tended to appreciate the relevancy of education to future earning potential. They tended, however, to have a negative assessment of teachers and the school system in general (possibly a reflection of the general animosity in the community which resulted from the New York City teachers' strike which occurred in the early part of the Project cycle).

Naively or defensively, a common belief of most participant parents is that poor people can attend college as well as rich people. Apparently their exposure to educational opportunities made parents feel increasingly doubtful about their ability to control their children's

long-term achievement. Although a large number of parents felt strongly at the beginning of the cycle that their children would finish high school, fewer parents held this opinion as intensely at the end of the cycle. The number of parents who felt that their child would finish college also declined.

Most parents tended to agree that there is much they can do to help their children finish high school. They appeared slightly less sure of the nature or severity of measures they should take to see to it that their children do their homework. Their movement from certainty on the handling of their children, whether those attitudes were rigid or flexible, to a less-fixed position shows that parental attitudes on child rearing were in the process of re-evaluation. These changes may have been due to the more extensive interaction with the children which the project stimulated.

A strong positive gain was indicated in responses as to whether parents should participate in activities with their children. Although parents came to see educational activities in a broader scope, they still tended to hold traditional attitudes about the narrower area of school-related activities. They still felt that the more homework is done, the more is learned; they also felt that the school would teach children what they needed to know and that parents could not do much to help.

Staff Impressions

Staff impressions of the effects of the Project on the regularly participating parents were recorded on questionnaire forms at the beginning, mid-point, and end of the cycle. Evaluations were made by both the professional staff and the para-professional aides in the following areas:

(1) interest level

(2) motivation for being in the Project

(3) difficulties encountered in connection with participation

(4) observable changes in behavior and appearance

(5) use of skills acquired

Staff observations of the participating parents are summarized below for the five areas.

(1) The strength of the parents' continuing interest in the Project varied in direct relation to their achievement in coursework, the extent of their participation, and achievement of parents' overall expectations.

(2) Most parents joined the Project to acquire job skills or to further a broad educational goal. The table below indicates the staff evaluation of parental motivation for entering the Project.

REASON FOR BEING IN THE PROJECT	NUMBER
Further education to open job opportunities through increased skills	22
Prepare for or continue college education	9
Further education (reason unspecified)	13
Upgrade skill for specific examination	8
Escape from personal or home problems	7
Total	59

(3) Most parents made known to the staff that they had one or more problems affecting their participation in the Project. The following table lists the types of problems faced by program participants.

PROBLEM	NUMBER
Emotional insecurity	9
Large family - child care	9
Illness	9
Class hours conflict with employment	21
All other problems	2
No problems	9
Total	59

The list of problems is indicative of the population involved. Health problems, emotional insecurities, and the very pragmatic obstacles

of child care and employment hours conflicting with academic courses all need constant attention if a project of family education in the ghetto is to succeed.

(4) Positive changes in behavior and appearance were observed in most participants. The following table lists the observable changes in parents as noted by staff members.

TYPE OF CHANGE NOTED	NUMBER
Greater self-confidence or self-awareness	15
More outgoing - less guarded in responses toward others	6
Increased family cohesion	4
Other family benefits such as better handling of children	1
Other positive changes such as dress, awareness of resources	9
No change	24
Total	59

Optimistically, then, 35 of the 59 participants, or 79 percent, demonstrated overt behavioral changes to the staff, concurrent with participation in the Project.

(5) At the end of the project cycle, the majority (68 percent) of participating parents were using their acquired skills, had completed preparation for employment examinations, or had been accepted for academic

courses leading to further specific skills development. The following table lists the tangible ways in which the parents were using the skills acquired during the Project.

USE OF SKILLS	NUMBER
Finished course - using skills in employment	18
Enrolled in further training courses	10
Upgraded skills - exploring further courses	5
Upgraded skills - deferring exploration of further courses	5
Upgraded skills - deferring search for employment	2
Coursework not completed	4
Course not available or hours inconvenient	15
Total	59

Further Follow-Up Data

To indicate the array of employment obtained and the actual educational plans executed, the following schedule of activities of selected parents (albeit those who were the Project's noteworthy successes) one year later is further proof of use of the skills attained.

SCHEDULE SHOWING MOVEMENT OF SELECTED FAMILY PARTICIPANTS
IN EMPLOYMENT AND EDUCATION AFTER ONE YEAR

Employment Record

M.S.	Keypunch Operator - Con. Edison Co. Inc.
H.N.	Day Care Assistant
W.C.	Wireman - N.Y. Telephone Co.
K.D.	Guide - N.Y.C. Dept. of Health
J.M.	Works in Dry Cleaner
P.B.	Guide - N.Y.C. Dept. of Health
S.F.	Supervisor - N.Y.C. Dept. of Health
P.R.	Clerk Typist - Chase Manhattan Bank
M.D.	Bookkeeper - N.Y. Telephone Co.
G.H.	Operator - N.Y. Telephone Co.
A.A.	Teacher's Assistant - N.Y.C. Board of Education
B.H.	Clerk Typist - Bankers Trust Co.
J.A.	Teacher's Aide - Y.I.A.
L.B.	Secretary - SUNY Urban Center in Brooklyn
S.P.	Teachers Assistant - N.Y.C. Board of Education

Education Record

K.D.	Courses at New York City Community College Son: College Bound program, honor student
E.C.	Completed course N.Y.C.C. - earned associate degree plans to continue at Brooklyn College for A.B. in education
M.G.	Successfully completed one year at Helen Fuld School of Nursing - continuing toward R.N.
A.A.	Continued at N.Y.C.C.C.C. - liberal arts courses
J.A.	Daughter will enter Queensborough Community College
C.G.	Completed course for L.P.N.
B.H.	Taking courses at N.Y.C.C.C.C. while working
S.P.	Course in data processing - N.Y.C.C.C.
R.S.	Course in commercial art - N.Y.C.C.C.
F.H.	Course in mechanical engineering - N.Y.C.C.C.

Instructor Evaluation

In order to determine the instructors' evaluation of the interest and success levels of parents participating in coursework, questionnaires on each parent were completed at the mid-point and at the end of the Project cycle by their instructors. Most parents were thought to have successfully completed their educational objective for the year. The instructor evaluations bore out the staff conviction that the Project could offer educational opportunities that the parents could successfully pursue even after extended absence from the classroom.

Twenty-four parents were enrolled in basic education courses during the cycle. A majority was rated as being highly interested and able to handle the math and reading work without difficulty. Those who were not able to complete the work were hampered by personal problems and absenteeism.

Twenty-eight parents took regular courses at the Urban Center, the Community College, and at other schools during the cycle. Almost all were considered to be highly interested. Most were able to handle the work successfully. For those few who had difficulty in completing the courses, instructors attributed this "failure" to such factors as problems at home, illness, and a pattern of absences. The quality of work of a few parents was high and they were recommended for more advanced schooling. In that regular courses were defined as college-level, semester-long experiences, the attainments of these inner-city parents in competition with other students should be underscored.

Parental Evaluation

Information relating to parental assessment of the Project was gathered by the community education aides, using a questionnaire at the end of the Project cycle. Positive comments concerned acquisition of specific academic or vocational skills, achievement of employment objectives, enhancement of self-confidence, social interaction and new exposures, and help with specific personal or family problems. Negative comments were related to the short duration of the Project, unavailability of evening courses at the Urban Center,* and insufficient variety of vocational course choices. Project cultural activities were rated by a large number of parents as an important aspect of their experience in the Project.

*The need for an evening program was one of the things that the Project made clear to the administration of the Urban Center and an evening program has been instituted.

BUDGET

The Project was originally budgeted at $115,669 for the nine-month period from February through October 1968. The first OEO grant funds were not received by the grantee until July 1968, however; the Project was delayed accordingly--until May 1968. Staffing was completed by July 1968 and activities with the families formally began July 15, 1968.

At a meeting held prior to the recruitment of the participating families, it was decided (at the suggestion of the OEO representative) that each family's participation run concurrently with the Head Start school year (from September to the following August). Thus, most project activities were carried out in this time frame.

Several extensions were requested and granted through June 1969, and a supplemental grant of $42,000 was approved for project expenses through August 1969. An additional $2,500 was granted to complete research activities, write final reports, and pay final salaries due.

Long delays in the actual receipt of grant monies plagued project fiscal planning, program scheduling, and subsequent spending. It was necessary for the Project to rely on scarce Urban Center funds in order to operate much of the time. The spending plan for the Urban Center provided for segmented delivery of the total annual grant at spaced intervals

throughout the fiscal year. Operating on this tight budget schedule, the Urban Center was unable to extend the needed amount of funds to the Project at several critical stages. This necessitated cutbacks or delays in hiring staff and in executing planned activities. At times when OEO payments actually arrived, the Project found itself saddled with unexpended balances because project activities for which they were intended had passed or were cancelled. While it can be argued that administratively a more flexible local format could ameliorate most effects of such bureaucratic delay, ultimately the target recipients suffer.

In addition to delays on the federal grants, state budgeting procedures also caused other delays on funds. All OEO funds were processed in the system of grants made to Urban Centers for operating expenses instead of being handled separately. This further aggravated the delays normally experienced by the Urban Center in its receipt of allocated funds and in effect limited project spending to the amounts which the Urban Center could afford to extend. Thus, the Project operated under the accounting/auditing system of the Community College, which, unfamiliar with project needs, discouraged spending for any items other than those traditionally associated with conventional academic needs. Accounts were arranged with local merchants for items such as photographic supplies, paper goods, and food, but spending for a multitude of program needs was obviously discouraged. This again had a deleterious effect on the morale of staff and families, who neither understood nor appreciated the complicated layers of fiscal red tape.

Project activities with the families ended August 31, 1969. Research activities in accordance with a modified plan were carried out during the month of September 1969 to pull together data gathered on the effects of the Project. Early termination was due in part to poor communications and lack of understanding between federal and state agencies as to their respective responsibilities for project support.

In September 1969 the SUNY provided $20,000, showing good faith by increasing its share of the contribution to the Project and hoping to encourage the support of O.E.O. and other agencies through September 1970, which was the earliest date by which the SUNY could assume major support for the Project. Since it soon became apparent that neither O.E.O. nor other agency funds would be forthcoming, the Project was continued as a new SUNY Urban Center program and scaled down to serve 20 to 25 families. The reduced staff was phased in as regular Urban Center employees. The project director was appointed as an Urban Center Coordinator for a new area of family education, evening programs, and other special programs.

COOPERATING AGENCIES AND INSTITUTIONS

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

The Family Education Project was one of four demonstration projects comprising the Urban Community College Project. Under contract with the U.S. Office of Economic Opportunity, the American Association of Junior Colleges performed technical support and monitoring functions for the demonstrations. Although the four were dissimilar by design, they shared the common purpose of demonstrating ways in which community colleges can reach out into the inner city areas which they serve to help ghetto residents to help themselves.

U.S. OFFICE OF ECONOMIC OPPORTUNITY

Two-thirds of the funding for the project was supplied by the U.S. Office of Economic Opportunity. OEO representatives attended early meetings in setting up the Project, and consulting and monitoring personnel made visits to the Project on various occasions throughout the cycle. Because of frequent changes in monitoring personnel, much of this conference time was spent in reporting on project design and progress.

Various alternative thrusts for the Project were suggested by OEO monitors. These dealt mainly with the possibility of shifting project emphasis toward closer involvement with the Community College, i.e., (1) to effect changes in admission requirements and (2) to modify entrance requirements to allow non-traditional students to enroll in regular programs at an educational grade level below that usually required. Attempts to explore these proposals by actual practice were hampered by early termination of the Project.

STATE UNIVERSITY OF NEW YORK

As grantee for the Project the State University of New York supplied one-third of the project costs, as well as performing overall supervisory functions through its Coordinator of Urban Centers and Special Programs. SUNY staff was involved in the initial proposal and planning stages of the Project and maintained supervisory contact throughout the program cycle, assisting in meetings and negotiations with various school and other officials.

The Project director received overall supervision from and reported directly to the Coordinator of Urban Centers and Special Programs, as well as to the Director of the Urban Center in Brooklyn, who supplied technical supervision.

In declining to make the Project grants for the second and third years, as originally proposed, OEO program officers informally cited the absence of state-level SUNY interest and lack of direct SUNY leadership participation among the reasons.

URBAN CENTER IN BROOKLYN

The SUNY Urban Center in Brooklyn operated in partnership with the Project, sharing the use of funds, space, supplies, equipment, and staff. The Director of the Urban Center functioned as the on-site representative of both the SUNY and the N.Y.C.C.C., reporting to both the SUNY Coordinator of Urban Centers and Special Programs and to the President of the N.Y.C.C.C.. He further advanced recommendations as to staffing. The Director also attended meetings and conferences with various officials and representatives, as well as some Project family activities. The Urban Center also provided accounting supervision and consultation to the Project through its Coordinator of Business Affairs.

The Project director was appointed as one of four coordinators who administer various operations of the Urban Center. The Project itself had the status of a special program of the Urban Center, since the Project and the Urban Center shared common aims of demonstrating the feasibility of providing an educational program for entire families in the area served. Every necessary Urban Center facility was made available to the Project.

NEW YORK CITY COMMUNITY COLLEGE

The SUNY Urban Center in Brooklyn receives administrative supervision from the New York City Community College in accordance with an arrangement with SUNY. The costs of the Urban Center are paid for fully by SUNY. Since the Family Education Project was under the supervision of the Director of the Urban Center, it assumed the same relation to the Community College as did other Urban Center programs.

In practical terms this meant that the Project enjoyed no special relationship to the College which might entitle it to any special consideration. Many of the easements which the Project sought for its participants were the same easements which the Urban Center had itself been seeking, e.g., waiver of tuition, scholarships, waiver of program requirements to permit participants to take individual courses rather than whole programs. While college representatives were very sympathetic to such requests and in individual cases were able to provide special consideration, the body of rigid laws, rules, and regulations governing the Community College in common imposed restraints which could not be easily changed. Again, no differential relationship between the Community College and the Project existed so that differential policy was not easily facilitated.

The president of the College included a request in the 1970-71 budget for major support of the Project to be met by SUNY funds if approved by the State Legislature, thereby demonstrating his full support for the aims and objectives of the Project.

COMMUNITY AGENCIES

Since the Project worked with families with a child in Head Start, activities were generally coordinated with those of that program. Project plans for activities took into consideration demands on the families' time made by Head Start. Cooperative activities planned with Head Start included a voter registration drive, meetings on school decentralization, inter-agency visits as a staff-training device to increase knowledge of community resources, and testing of Head Start children. The concept which builds on Head Start experience and aims by providing adult education and cultural programs for the whole family has been officially recognized by the Bedford Stuyvesant Youth-in-Action Head Start program as one of the most effective programs brought to the community.

Other community organizations lent their assistance to the Project, including the Bedford Stuyvesant Restoration Corporation, which provided passes to the New York Giants football team workouts which fathers attended with their sons. The Mayor's Task Force provided buses for transportation.

CONCLUSIONS AND RECOMMENDATIONS IN CAPSULE

-- Community College and Urban Center facilities can be used in tandem as a staging area for a family-centered program providing educational services to the community.

-- Whole families will take part in a comprehensive program of self-development courses and activities.

-- Public assistance families are interested in and will participate successfully in an educational skills program leading to gainful employment and can become thereby fully self-sustaining.

-- Parents who cannot enroll in self-development courses will participate in other program activities and will recognize the educational value of their participation.

-- Parents will surmount formidable obstacles to participate in an education program which they are convinced has a value for them.

-- Benefits to participants will vary to the extent that motivation is sustained and to the extent that their participation is not eclipsed by job or home problems.

-- Participation in the project will increase self-awareness and self-confidence, improve appearance, and strengthen family relationships, as well as sharpen the educational and vocational aims of the participants.

-- Head Start children and their siblings will improve their performance in school as a result of their parents' and their own participation in a family education program.

Essential elements of a successful family education program based upon the outcome of the family education project consist of the following:

(1) dedicated and trained staff interested in the goals of the project and in the progress of each family

(2) strong and sustained supportive services especially for counseling individual participants to carry them through their periods of self-doubt

(3) availability of a range of courses useful to parents in achieving vocational and educational goals

(4) mix of activities and courses which will motivate and sustain parental interest in achieving their goals, and

(5) budget sufficient to sustain the various aspects of the effort, with funding flowing, obviously, well in advance of planned activities.

In retrospect, the following suggestions seem appropriate:

(1) Provision for cultural and social activities must be made, for they strongly reinforce both educational impact and relations within and between families.

(2) Number of participants who found employment as a result of skills training and self-development courses indicates that job preparation leading to placement must be provided in a broad family education program.

(3) Withdrawal of an experimental program before it has had a chance to demonstrate its worth causes disillusionment in the community and hurts project morale. Thus it goes without saying that to maintain integrity any outreach program's funding sources be firmly specified and committed in advance.

(4) The community college should have greater involvement in the project.

(5) The college should ease the enrollment process as much as possible for parents, by, among other steps, offering individual courses during daytime hours without requiring full matriculation in programs and by providing earmarked scholarship aid.

(6) The project should provide tuition and stipends as necessary to enable parents to take courses tailored to their interests (at other schools if necessary).

APPENDIX A

EXAMPLES OF PARTICIPANTS AIDED BY THE PROJECT

Mr. and Mrs. C.

Mr. and Mrs. C. are parents of six children. Mr. C., a minister in his church, worked for the A&P food stores as a stock manager. Mrs. C. was a housewife.

As his self-development educational concentration, Mr. C. chose a retail marketing course at the community college to advance himself on his job. Mrs. C. enrolled in the Basic Adult Education course to improve her reading and math skills.

Mr. C. shortly determined that his chosen course was not what he really wanted. In place of this he chose to prepare himself to fulfill a reawakened ambition to become a telephone repairman. He had previously taken and failed the exam for this. The project counselor gathered information from the telephone company as to the areas in which he needed strengthening and developed a plan of study together with the basic adult education teacher. The teacher worked on a one-to-one basis with Mr. C. concentrating in practice on the telephone company tests together with other similar materials. Mr. C. passed the exam in August 1969 and was hired

by the telephone company as a repairman in September 1969.

In addition to the gains in educational preparation and resulting employment upgrading, the parents also benefitted from the Project counseling services in handling marital difficulties which erupted during the Project, although these were not related to the family's participation in the Project. As of the termination of the Project, the parents had legally separated but a change in their relationship was apparently developing into a new period of courtship. Mr. C. thoroughly enjoys his new job and both parents occasionally visit the Project staff. They are enthusiastic over the benefits which their participation in the Project gave them.

Mr. and Mrs. H.

Mr. and Mrs. H. are parents of three children. Mr. H. was employed at the Veterans Administration as an orthodontist making prosthetic devices for disabled veterans. Mrs. H. was a housewife. When first approached by Project staff, Mr. H. couldn't believe that such a comprehensive educational-cultural enrichment involvement was being offered. He was delighted when he confirmed the reality of this opportunity and resolved to make the most of it.

Because of a tenuous and ill-defined relationship between the government-operated shop where Mr. H. worked and the private sector, Mr. H. had been unable to secure the training needed to advance on his job. The

project enabled him to enroll in courses in the mechanical technology program at the community college which would assist him in reaching his goal. Mrs. H. enrolled in the office skills program at the Urban Center to prepare herself for employment. At the termination of the Project Mr. H. was continuing in his schooling using his G. I. benefits. Mrs. H. plans to continue her courses at the Urban Center in the spring 1970 term. Mr. H. observed early in the program that if such a project had been available when he graduated from high school, he would not have had as much difficulty in settling on a career and would have been better prepared to meet the problems of supporting a family today.

Mrs. S.

Mrs. S., the parent of a pre-school child, was employed by the N.Y.C. Department of Social Services as a counselor in a children's center. She was separated from her husband.

Mrs. S. had completed three years toward her degree when she dropped out of college years before. As her self-development concentration in the Project, she chose to pursue a two-year degree in child care which would both fulfill her ambition to complete the requirements for a degree and aid her in advancing on her job. Project staff assisted her in enrolling in an evening course at the community college in the fall 1968 term and then in matriculating as a regular student in the day session

in the spring 1969 term. She will complete the requirements for her degree in June 1970.

Mr. and Mrs. D.

Mr. and Mrs. D. were parents of five children. Mrs. D. was employed as a clerk in the post office. Mr. D. was unemployed because of his health condition and the family income was supplemented by public assistance.

Mrs. D. had ended her college education after completing five semesters toward her degree. As her self-development concentration in the Project, she chose to pursue a two-year degree in child care at the community college which would prepare her for working in that area. Mr. D. enrolled in the IBM course at the urban center. Because of his health problems, he was unable to complete the course, but he participated enthusiastically in the Project book review interest group and in various other field trips.

Project staff assisted Mrs. D. in enrolling in an evening course at the community college in the fall 1968 term and then in matriculating as a full time day student in the spring 1969 term. She will complete the requirements for her two-year degree in February 1970.

Mrs. J.

Mrs. J., the mother of two pre-school age children, was separated from her husband and receiving public assistance when she joined the Project.

Although she had earned her high school diploma, she had not planned any further education for herself.

She chose a secretarial science course at the Urban Center as her self-development concentration and did very well in this. As a result she was hired by the Bankers Trust Co. as a typist and is now supporting her family without public assistance. She plans to pursue her education further during the evening at the community college.

Mr. and Mrs. T.

Mr. and Mrs. T. are parents of two children. Mr. T. was a bus driver for the N.Y.C. Transit Authority and Mrs. T. was a housewife.

Mrs. T. had been out of school for several years. She had completed most of the requirements for a high school diploma but failed a part of the regents examination. As a result she became disillusioned and gave up the idea of getting her diploma. As her self-development concentration in the Project, Mrs. T. chose a program in secretarial science at the urban center. Mr. T. was unable to take any courses because of his varying working hours.

Mrs. T. maintained a straight "A" average in her courses at the Urban Center and every instructor recommended her for the college adapter program. Project staff assisted Mrs. T. in preparing for the high school equivalency exam which she passed. Not satisfied with an equivalency

diploma, Mrs. T. arranged to take that part of the regents examination which she had failed years before and passed it. She was awarded her regular high school diploma.

Mrs. T. accompanied other project participants and staff to the nationwide project conference in Los Angeles. As part of our presentation she told the audience what she was able to accomplish in the Project and expressed her gratefulness for the "gentle push" which motivated her to pick up where she left off.

Mrs. T. has since been hired as the secretary to the administrator of the Family Education Program and plans to pursue a college degree.

Mrs. V.

Mrs. V., the mother of six children, emigrated to New York from France seven years ago. She was separated from her husband.

Mrs. V. showed a weak self-estimate of her potential for success in any chosen endeavor. Her unfamiliarity with the city was seen in the fact that although she resided in Brooklyn she had never undertaken a trip alone to Manhattan. The aims of the Project families with educational training plus broad activity experiences coincided with her own desire to increase her exposure to urban culture and to gain a skill.

Participating in the Project brought her in touch with the city, and its resources and helped her in learning to make use of these.

In her coursework she chose to prepare herself to become a bi-lingual (French-English) secretary. She passed her Urban Center courses with high evaluations and plans to return in the spring of 1970 for further study.

James D.

James D. was 15 years old and one of eight children when his family joined the Project. He was in an underachiever class at school and presenting a serious discipline problem. As the family participated in the Project, certain changes began to evidence themselves in the household. James saw his mother become actively involved in going back to school at a tremendous sacrifice to herself. He saw his father, a non-reader, move from a position of hostile acquiesence to actual participation in the Project by taking the adult basic education course in reading.

James could not read and refused to make any effort to learn. When the reality of his situation became clear, as when he could not get a job, he would sink into depressions and not do anything for days. Extensive counseling helped him to gain insight into his motives for allowing himself to be a failure. His parents, particularly his father,

were encouraged to take more of an interest in their child's progress in school. When his father began to learn, there was an incentive for James to learn. James' discipline problem ceased when he began his participation in the Project teen group program. Here he was given tasks in which the fear of failure was removed and he could succeed. His self-confidence grew. In June he brought home a report card he was not ashamed to show to his parents.

The Project enrolled him in a special reading course during the summer to bolster the gains he had made during the school year.

Joyce B.

Joyce B., one of ten children, was 15 years old when her family joined the Project. Staff learned that she had been absent from school since the beginning of the school term. Her mother, who was doing well in her own self-development courses at the Urban Center, was ineffectual where discipline of her children was concerned.

The Project counselor saw potential in her which was not being developed. Discussions with the school resulted in their recognizing their responsibility in following up Joyce's excessive absences. The school agreed to accept Joyce on probation in their College Bound program. In June 1969 she successfully completed her course of study. She now has a renewed interest in continuing her schooling and her confidence in her abilities has been reawakened.

APPENDIX B

PARTICIPATING LIAISON OFFICERS

State University of New York

Dr. James S. Smoot, Coordinator of SUNY Urban Centers and Special Programs

New York City Community College

Milton G. Bassin, President

SUNY Urban Center In Brooklyn

Dr. George H. Howard, Director

PROJECT STAFF

Vernon B. Charms	Project Director
Bobbye Butts	Assistant Project Director
Robert Moss	Community Liaison
Sondra Braun	Counselor
William Farrow	Curriculum Designer/Instructor
Joyce P. Kurtz	Instructor
Michael Phillips	Research Director Part Time
Rosalind Zitner	Researcher Part Time
Paul Givens	Administrative Assistant/Bookkeeper
Helen Jennings	Educational Assistant
Rosetta McLaughlin	Educational Assistant

Yvonne Taitt	Educational Assistant
Bernice Lovett	Educational Assistant
Sandra Atwell	Secretary
Evelyn Jones	Clerk Typist (To Jan. 1969)
Ernestine Cope	Clerk Typist

APPENDIX C

DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

ETHNIC GROUP	38 FAMILIES
Negro	36
White	2
RELIGIOUS AFFILIATION	
Protestant	30
Catholic	7
Islam	1
ORIGIN	
New York State	9
Other	29
FATHER IN HOME	
Yes	22
No	16
EMPLOYMENT OR INCOME	
Father	16
Army & P.A. Supp.	1
Mother	2
Emp. & P.A. Supp.	2
Both Parents	0
Public Assistance	12

CHILDREN

AGE	NUMBER
to 3½	33
3½ to 5	50
6 to 12	59
13 to 15	13
16 and over	5
Total	160

Total number of parents - 59
  Mothers - 38
  Fathers - 21